DOCUMENT RESUME

ED 386 047 FL 023 211

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TITLE Coherence and Continuity in the Task-Centred Language Curriculum: Global Education as a Framework for Task-Based Language Teaching.
PUB DATE 94
NOTE 20p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Students; Curriculum Design; *Curriculum Development; *Educational Needs; *Environmental Education; Foreign Countries; Global Approach; Higher Education; *International Studies; Language Research; Needs Assessment; Questionnaires; Second Language Instruction; *Second Languages; *Student Attitudes; Teaching Methods
IDENTIFIERS International Christian University (Japan)

ABSTRACT

An assessment of the English-as-a-Second-Language curriculum at International Christian University (Japan) looked at: (1) the kind of English language study perceived by students as important for their success; (2) how students' perceived needs compare to the professors' assessments of required academic tasks, as measured by a previous task analysis; (3) the support available for a global education curriculum within the English language program; and (4) whether the environmental studies unit presently in place in the program is compatible with the results of the needs analysis. It was found that students' perceptions of their language needs were close to those of both their teachers and the program's goals and objectives, and that content-based global studies were perceived as appropriate to students' immediate academic needs and visions of the future. A task-based curriculum design model based on the findings is outlined. Problems yet to be resolved include assessment of task difficulty and the degree to which learners' perceived needs should guide curriculum design. A list of further resources, the student questionnaires, and excerpts from student comments on global issues are appended. (MSE)

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ED 386 047

COHERENCE AND CONTINUITY IN THE TASK-CENTRED LANGUAGE CURRICULUM: GLOBAL EDUCATION AS A FRAMEWORK FOR TASK-BASED LANGUAGE TEACHING

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COHERENCE AND CONTINUITY IN THE TASK-CENTERED LANGUAGE CURRICULUM: GLOBAL EDUCATION AS A FRAMEWORK FOR TASK-BASED LANGUAGE TEACHING

Brenda Bushell and Brenda Dyer

Introduction

Although the idea of using the learning "task" as a basic planning tool for second/foreign language teaching is not a new one, there still remains confusion about the place of tasks within a curriculum. Nunan (1989a) notes that learning tasks, seen as an integrated set of processes within the curriculum, can provide an appropriate language learning basis for a variety of learner types from children to adults within a range of situations from general purpose English programs to English for Academic purposes (EAP). In this paper, an examination of the learning needs of a population of 36 students (2 freshmen classes) studying English for Academic Purposes (EAP) at International Christian University (ICU) in Japan is undertaken, and a task-based language syllabus in global education is outlined.

Established shortly after World War II, ICU began as a language institute, then expanded by developing a college of liberal arts programs to provide international education within a bilingual environment. Today ICU has an enrollment of approximately 2,000 students, 500 of whom are freshmen taking a variety of English language courses in the English Language Program (ELP) at ICU. These courses are aimed at preparing students for upper level classes, and as preparation for writing a senior thesis in English if they so choose. To investigate the present English language curriculum of ICU in the light of students' perceived needs for studying English and the wider goals of the undergraduate program as a whole, a learner needs analysis was administered. The research question was fourfold:

1. What kind of English language study do students perceive as being important for their success and for what purposes?

2. How do students' perceived needs match up with the professors' assessment of required academic tasks, as measured by a task analysis completed by five ICU instructors in 1991?

3. What support is there for a global education curriculum within the ELP?

4. Is the Environment Unit presently in place in the ELP curriculum compatible with the results of the needs analysis?

Before examining the results of the needs survey, an overview of task-based language teaching and global education will be presented.

Long (1985:89) defends task-based language teaching on psycholinguistic grounds. According to Long, language acquisition does not occur in a linear, additive fashion, in the discrete units of language traditionally presented - vocabulary, structure, function - but rather, in "chunks of meaning." The meaningful unit of analysis and input is task, which he defines as "a piece of work undertaken for oneself or for others, freely, or for some reward." In fact, the term "task" has been defined in a variety of ways. Candlin (1987:10) defines task as a sequential and problem solving social activity, which involves application of existing knowledge to attainment of goals. Finally, Nunan (1989:10) defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form."

Task-based learning provides a purpose for the use and learning of a language other than just learning language items for their own sake. The syllabus then is not a list of linguistic items, nor a description of what a learner will be able to do at the end of a course, but a list of tasks and activities that learners will do. However, a problem with focusing purely on the learning process, not the learners' individual needs or outcomes, is that the syllabus lacks logic and coherence, as was the case in Prabhu's "Bangalore Project." Although his early experiment in task-based teaching was ground-breaking, the lists of classroom tasks - information gap, opinion gap - were a random collection of unconnected activities.

Candlin (1987:20) suggests that two important factors which facilitate the comprehension of even difficult language tasks are content continuity (the extent to which the content relates to the real world interests or needs of the learner), and process continuity (the coherence, continuity and inter-relatedness of tasks). We believe the answer to achieving coherence and continuity in a task-based syllabus is to use a subject area as the basis for tasks. The content area itself, with its academic forms and demands, will provide a non-linguistic rationale for selecting and grading tasks. The content-based syllabus proposed by Mohan (1986) overlaps with Prabhu's project in its objectives: to develop language through classroom activities designed to promote cognitive skills. Of course, many content areas can provide a meaningful context for task-based language learning: literature, history, science, etc. The choice of both course designers and students was that of global education.

Just as the concept of task varies from one teaching environment to another, so has the definition of global education. In the post W.W.II years, global education emerged in America to serve the national interests of enhancing political, economic and sociocultural influence throughout the world. The purposes and goals of global education were principally to prepare students with a realist-geopolitical world view (Lamy 1983). Students were taught that military and economic power was essential in dealing with world conflict and that their nation must take the responsibility of organizing and supporting the "free world" in its conflict with the Soviet system. International education programs were also aimed at the citizens of foreign, particularly developing, nations. The goal was to ensure that these countries would

develop "like us" and would remain on "our" side in the constant struggle with the Soviets (Smart 1971).

But as the Cold War ended the operational principles of competition and domination, which characterized the last century, became no longer feasible in the global village of the contemporary world.

The idea of perspective consciousness, the awareness of alternative world-view is now central in the new definition of global education as "an approach to education in which students learn to perceive and understand the world as a global system, and at the same time to recognize the benefits, costs, rights and responsibilities inherent in their participation in the system" (Lyons 1992). Education should "prepare an individual for entry into a fluid regenerating society rather than perpetuate existing conventions, roles and structures" (Goble and Porter 1977:24).

Developing a Task Syllabus: Identifying Tasks by Needs Analysis

Once one has decided on task as the basis for a syllabus, how does one identify, select and sequence tasks? Long (1985) uses a needs analysis as the point of departure. A learner needs analysis identifies "target tasks" which are those tasks required for an individual to function adequately in a particular target domain - academic or occupational. Examples of target tasks are buying a train ticket, bargaining at a market, taking lecture notes. The following is Long's procedure in moving from needs analysis to a task syllabus:

1. Conduct a needs analysis to obtain an inventory of target tasks.

2. Classify the target tasks into task types.

3. From task types, derive pedagogical tasks.

4. Select and sequence the pedagogical tasks to form a task syllabus (p. 91).

Target tasks are usually considered the "real-world" tasks; in the case of English for Academic Purposes, the target tasks will be academic tasks. Nunan (1988) differentiates between two types of needs analysis used by language syllabus designers - a task analysis and a learner analysis. An example of a task analysis can be seen in Appendix A. This survey was distributed to faculty members of ICU in 1991 to determine what academic tasks were required of Japanese students after completing the English Language Program.

Such a task analysis identifies the "real-world" (in this case, academic) language tasks which learners are preparing to undertake. The syllabus designer then decides the subordinate skills and knowledge required by the learner to carry out these

tasks. Appendix B shows our questionnaire which was based on Nunan's model (1988:63) used to collect information from learners as a basis for course design. This learner analysis can guide the selection of content and methodology. It can also show areas of possible conflict between learner and teacher goals - e.g. if learners feel memorizing vocabulary lists is the most useful way to spend class time, the teacher may need to defend/negotiate a different language teaching approach. The learner analysis attempts to involve learners and teachers in exchanging information so that learning and teaching agendas are not at cross-purposes.

Summary of Task Analyses

There are several 'task-analyses' which have been done in recent years to determine what academic tasks are actually required in undergraduate courses. Horowitz (1986d) found that academic writing tasks assigned by professors fell into seven categories: summary of/reaction to a reading, annotated bibliography, report on an experience, connection of theory and data, case study, synthesis of multiple sources, and research project. Similarly, Currie (1993:112) analyzed the conceptual activities demanded in order to write for one introductory university course in business: finding and recording information, using a concept to find and report observational details, using a concept to analyze data, classifying according to a concept, comparing/contrasting, determining causal relationships, resolving an issue, speculating.

This study uses as a resource the ICU task analysis "A Survey on the Use of English in ICU's Academic Programs" (McCagg et al. 1991), which identified such academic tasks as critical reading of academic material, listening to lectures, writing short answer and essay exams, writing essays, small and whole class discussion. These tasks identified by the target academic community itself should be integrated with the students' perceived learning needs in order to create a learner-centered curriculum with tasks appropriate for their academic and long-term language needs.

Summary of ELP Learner Analysis

From the learner analysis which we administered to two freshman classes in the ELP, we identified the students' priorities for studying English to see if their perceived needs were integrated with the teaching agenda of the ELP and the undergraduate program as a whole. In analyzing the data obtained from the survey, we took the mean for each question choice, which gave us the ranking of choice by students, and determined the standard deviation to see the agreement within each question (See Table 1).

Table 1

Q	Mean	SD	Q	Mean	SD	Q	Mean	SD
1b	2.67	1.095	2b	2.22	1.098	3b	2.89	1.063
1c	3.11	0.919	2c	1.83	0.941	3c	2.36	0.99
1d	2.67	1.014	2d	3.44	1.054	3d	1.44	0.877
4a	3.33	0.925	5a	1.75	0.874	6a	2.06	0.955
4b	1.69	0.856	5b	3.69	0.786	6b	2.72	1.279
4c	2.22	0.866	5c	2.47	0.736	6c	2.78	1.333
4d	2.75	1.131	5d	2.06	0.955	6d	2.17	0.971
7a	3.22	0.898	8a	1.72	1.059	9a	2.53	1.082
7b	2.14	1.018	8b	2.94	1.241	9b	2.33	0.956
7c	1.94	0.893	8c	1.64	0.798	9c	1.69	0.856
7d	2.69	1.215	8d	3.14	0.99	9d	3.44	0.843
10a	1.86	0.867	11a	3.28	0.741	12a	2.44	1.107
10b	1.64	0.798	11b	1.22	0.485	12b	3.42	1.105
10c	3.53	0.91	11c	2.86	0.762	12c	1.78	0.959
10d	2.94	0.674	11d	2.64	1.15	12d	1.81	1.009

The following is a summary of several questions chosen from the learner analysis (Appendix B).

Question 1. It is clear from the students' first choice that they are most interested in studying English for the purpose of learning about global issues. Students second choice was tied between learning about American culture and learning travel functions. It is interesting to note that improving grammar is of least importance to them even though it has been the main thrust of their English curriculum through elementary and high school. This question seems to indicate that a global issues curriculum does in fact fit our students' needs.

Question 2. Mean scores for question 2 show a clear ranking for this question. Students chose interpersonal communication as their first purpose for studying English followed by further academic study, job and finally travel. This supports the view that our students need a communicative language syllabus with a focus on academic skills and that they are concerned about their academic study, which is not always the case at universities in Japan.

Question 3. The ranking of this question was at odds with the academic tasks required by the faculty in the ICU survey on the use of English (McCagg et al. 1991). Students deemed speaking most important while reading was least important. Professors on the other hand, valued reading as the most important skill to succeed in their subject, followed by listening to lectures and note taking. Some small classes however, do use discussion and oral presentation. Our language program does meet the students' expectations in that we fully integrate discussion into all tasks and also have one speaking class per week which focuses on communicative strategies.

Question 4. This question also shows clear ranking. Mean scores tell us that small group discussion in English is favored over reading and writing, listening to the teacher and studying grammar and vocabulary as a way of developing language skills. The fact remains however, that ICU faculty regard reading and listening skills as most important. Certainly these skills may be developed within integrated skills tasks which involve discussion. This student preference indicates a general trend towards learner-centered, communicative language education.

Question 8. This question also illustrates the move away from traditional purposes of Japanese education. Students ranked ability to work cross culturally as most important, followed by problem solving, specific training for a Japanese company, and finally the ability to follow instructions. This ranking shows us that according to students, an education which offers opportunities to develop problem solving and cross-cultural knowledge is most meaningful to their real life needs. This fits in well with overall task-based language instruction within a global context.

Question 9. It is well known that the Japanese have been driven to improve their economy since the end of W.W. II, and this is reflected in their educational system as well as the very social and commercial fabric of their society. This

question gave us insight into what our students see as being the most urgent issues. Surprisingly, we found that students were most concerned about pollution, followed by global hunger and the threat of nuclear war, and then finally, the economic recession.

Question 10. This question revealed more food for thought. Students ranked newspapers, followed by TV, then school, and finally parents as their main source of information about world issues. A couple of points emerge from these findings. First, there are clearly some discrepancies between what both the professors and ELP staff see as valuable reading material, and what students perceive. Newspaper articles do provide a source of information for some aspects of their academic career, but academic books, scholarly journal articles and textbooks provided a more important source in the eyes of their teachers. Second, if newspapers and TV are the primary sources of information for young people then students need skills in media literacy, detecting bias, and evaluating evidence. This poses the question anew: how should formal education prepare young people to face the 21st century?

Question 11. As global education was originally aimed at geopolitical awareness of educating students for economic means, we designed this question in order to find out what our students' vision of global education really is. Students ranked cooperative solutions to global problems as being most important, followed by contributing to a more equal and just world, preparing for a job and finally to help Japan maintain its economic power.

Question 12. Finally, in thinking about preparing for the 21st century, our students ranked flexibility as being most necessary, followed by independence, cooperation and competition. Again, these values show a shift away from the traditional purpose of global education and perhaps even the Japanese way of thinking. Today's global agenda would include flexibility but would place cooperation ahead of independence and competition.

In summarizing the students' perceived needs, we found that they were closely related to both the professors' and the ELP staff's goals and objectives for the undergraduate courses offered at ICU. It appears that students see the content-based curriculum of global education as being viable for their immediate academic goals, as well as compatible with their vision of the future.

Moving From Needs to Task Syllabus

Both professors and students identified the following academic tasks: write a research paper, critically evaluate written text, and make an oral presentation. Students prioritized small group discussion as the most effective way to develop their most highly desired language skills: speaking and listening. From the learner analysis, we added media analysis as an important target task in terms of global

Figure 1

Long's Model for Needs Identification and Task Syllabus (adapted from Michael Long (1985, p. 91)

Target Tasks →	Task Types →
Analyse the role of NGO's in Japan	Write a Research Paper
Are Jeremy Rifkin's claims in Chapter One of Entropy justified?	Critically evaluate academic text, scholarly journal articles
Orally present the results of your survey	Make an oral presentation to the whole class
Does " A Fundamental Reassessment of Whaling Activities is Needed" by Fujiwara Eiji, Japan Environment Monitor, present a fair view of whaling in Japan?	Media Analysis
Rifkin claims that the way to solve environmental problems is to consume less. Discuss this solution in small groups.	Small group discussion
Pedagogic Subtasks →	**Task Syllabus**
Identify area of research interest, with research questions, locate library resources on topic, gather information, define research thesis, submit first draft (summarizing, paraphrasing, citing, synthesizing), second draft (revising organization and coherence), final draft (correcting errors)	Students choose three news articles over the semester about environment. For each article, they write a journal response, to be evaluated on how deeply they reflected on the article and how fluently they communicated their response.
Skimming and scanning to focus reading time; using headings, read to locate thesis, topic sentences, and supporting evidence detecting bias	Oral presentation: Students choose one or all of the articles to summarize orally for small group presentation. Elicits brainstorming, provides feedback for research topic.
Organize information with intro, middle and conclusion; use rhetorical markers to keep listener's attention, use notecards, use visual props if possible.	
Read to locate topic and point of view; assess supporting evidence for author's position; check for bias, summarize point of view and evidence, express agreement. Pose open-ended questions which engage group members, summarize others' point of view to clarify, express disagreement politely with good reason, synthesize group member's comments for consensus.	Library tour with worksheets on finding sources. Hand in research topic, tentative thesis, list of four English sources. Bring first draft of research paper to class for peer editing. Receive teacher feedback on second draft. Hand in final draft.

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education. The present syllabus for the Environment Unit in the ELP indeed includes activities which match these tasks: students read and discuss three readings on the environment, listen to program-wide lectures around environmental topics, and complete a research paper. However, we feel that by sequencing and integrating these tasks more tightly, content is made more meaningful and therefore comprehensible, and the inter-relatedness of themes, a principle of global education, is demonstrated tangibly for the students. An "Environment" Unit becomes a "Global Education" unit.

The following semester-long project is an integrated skills, task-based activity for Global Education, which prepares students for academic tasks which they will need to do in upper-level ICU classes. Figure 1 shows the move from needs identification to task syllabus. The four steps in Long's model - identification of target tasks, task types, pedagogic tasks, and finally the task syllabus - are represented in four columns. For example, the first item of column one is the specific target task, "Analyze the role of NGO's in Japan." Its more general task type is "Write a Research Paper."

The pedagogic subtasks are several: identify areas of research interest, write research questions, locate library resources on topic, etc. After identifying the task types through the needs analyses, the pedagogic tasks are sequenced in a task syllabus. The last column of Figure 1 shows the sequence of pedagogic sub-tasks which form the core of the global education syllabus: read several news articles about the environment, choose three to respond to in a "response journal" style, make a small group presentation about their articles and generate feedback from their group about possible research topics related to the news articles, write a research paper (three drafts). This integrated skills, task-based activity prepares students for academic tasks which they will need to do in upper-level ICU classes.

The attempt to integrate synthetic and analytic syllabuses in a task-based syllabus is represented in Figure 2, "Global Education in Task-based Language Teaching." In the upper left corner, a traditional synthetic syllabus can be seen, in which units of language input are grammar, vocabulary, etc. On the right is the content-based analytic syllabus in which there are no discrete units of language input, but rather, themes, topics and issues.

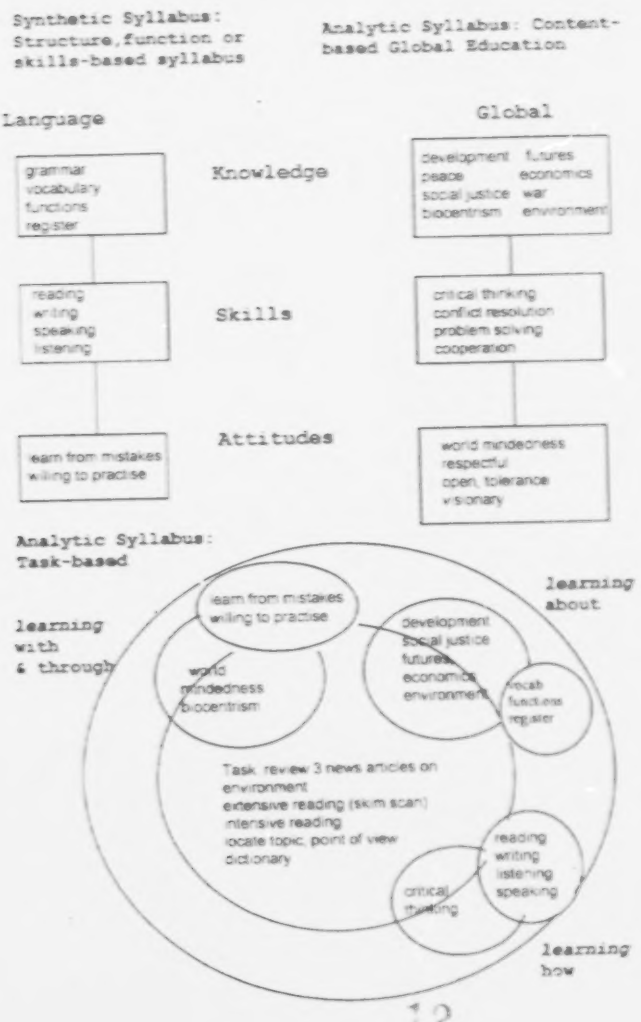
The integrated representation, the task-based syllabus, is shown at the bottom. At the core of syllabus is the task, which in the case of this particular syllabus, begins with extensive reading and reviewing of several news articles, and ends with the academic research paper. Language is acquired as necessary to complete each sub-task, and inter-connected global themes emerge as students continue their research.

As illustrated in Figure 2, students have the opportunity of examining various topics in global education, many of these being interconnected. By reading and

writing about interconnected themes, a growing schema builds, facilitating comprehension, and providing for meaningful academic tasks across all language

Figure 2

Global Education in Task-Based Language Teaching



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skill areas. Examples of research paper topics which students chose are: green consumerism, green economics, steady state economics, waste disposal, river pollution, women's role in the environment, overpopulation, indigenous peoples and environment, Marxism and Capitalism, nuclear waste etc. This list of topics shows how varied and interconnected global education can be. Appendix C contains some excerpts from students' essays and journal responses which show the kinds of topics they chose and how they used the skills, knowledge and attitudes learned from their global education curriculum.

Discussion

There were several problems with the learner needs analysis. A pilot survey would have clarified potential areas of ambiguity in the questions, one being that of time reference with regard to students' needs. Many of our questions did not clearly differentiate between students' perceived language needs for present study in the ELP, future study in ICU, and post-study (e.g., job). For example, question 6 did not specify the context of the writing tasks:

The types of writing tasks I am most often asked to do are:

____ to summarize readings
____ to research
____ to translate
____ to analyze cause and effect.

There were no significant tendencies in the group ratings for this question, perhaps because of the lack of clarity in the question. It was also not clear whether students perceived listening and speaking as the most important skills for their present or future academic study, or for their personal life (relationships, jobs, etc.). The task analysis (McCagg et al. 1991), on the other hand, clearly identified academic tasks which are required in the upper level classes of ICU

Assessing task difficulty remains problematic, as Long (1992:46) warns, and deciding where one task ends and the next begins. How many "subtasks" a task type should be broken down into depends on the prior knowledge, ability and skills of the learner, which can be assessed partially by a needs analysis, but which also requires some sort of pre-test if one were setting up a brand new curriculum with unknown students. Our students study paraphrasing and summarizing in their first semester, so didn't require explicit instruction at that level of subtask to complete the tasks required in the Environment Unit of the second semester.

Finally, a more philosophical problem is the place of the learner analysis itself. As Nunan points out, many educators feel that a syllabus should be rooted in the input of experts, not the learners (1988:21). He cites an example from Willing

(1988:78) where students expressed a preference for rote pronunciation practice and total error feedback to pair work and communicative language games. What does the syllabus designer do with the learner's needs analysis when the learner indicates preferred learning styles which are diametrically opposed to current pedagogical practice? Are learners a good source of information for curriculum design? To integrate the learner analysis and the task analysis can be difficult. In our own survey, there was fortunately a great overlap between the two. One area of disagreement was the learners' perceived need for speaking, followed by listening, as the most important language skills for academic success. The McCagg survey indicated that reading was most important. This discrepancy could be a point of discussion in the initial meeting with the students, when the class syllabus is distributed. Fundamentally, if it is possible for syllabus designers to keep in mind the students' larger post-university needs, then the gap between the ivory tower and real life might be lessened. This, of course, is one of the primary goals of global education: to empower students to interact more critically, compassionately, and flexibly with the world they greet upon graduation.

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Other Recommended Reading

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Appendix A.

Excerpt from "Questionnaire on the Use of English in Your ICU Class" (McCagg et al., 1991).

Section II: About Reading

1. What percentage of the required reading in your courses is in English?

   A) larger classes _____%
   B) smaller classes _____ %

2. About how many pages of English reading are students expected to do per week?

   A) larger classes: _____ pages per week
   B) Smaller classes: _____ pages per week

3. Please indicate which of the following types of reading are required to be done in English, and indicate what percentage of the required reading each type of text typically accounts for.

	A) Larger classes/ % of reading	B) Smaller classes %
scholarly journal articles	Yes No ___%	Yes No ___%
academic books/chapters	Yes No ___%	Yes No ___%
textbooks	Yes No ___%	Yes No ___%
fiction/poetry	Yes No ___%	Yes No ___%
newspapers	Yes No ___%	Yes No ___%
lecture notes/handouts	Yes No ___%	Yes No ___%
other	Yes No ___%	Yes No ___%

Appendix B.

Questionnaire on Language Learning and Global Education

Rank the following from one (1) to four (4) in order of preference.

1 = most prefer 4 = least prefer

Part A. Language Learning

1. When I study English I want to:
___ learn about world issues
___ learn how to ask for directions, catch a bus and other travel functions
___ improve my grammar
___ learn about American culture

2. My purpose in learning English is for:
___ job
___ further academic study
___ interpersonal communication
___ travel

3. To achieve my purpose in learning English I need to improve my:
___ reading
___ writing
___ listening
___ speaking

4. I believe the most effective way of developing my language skills is:
___ studying grammar and vocabulary
___ small group discussions in English
___ reading and writing in English
___ listening to the teacher

5. In order to succeed in my present university program I need to be able to:
___ discuss in English
___ take multiple choice exams
___ read long texts in English
___ complete an independent research project

6. The types of writing tasks I am most often asked to do:
___ to summarize readings
___ to research
___ to translate
___ to analyze cause and effect

Part B. Global Education

7. Learning about world issues in English will help me:
___ to secure a good job
___ to improve my English
___ to communicate with foreigners I meet
___ to contribute to a more just society

8. I need to develop the following skills for my future career.
___ problem solving
___ specific training for a Japanese company
___ ability to work cross culturally
___ ability to follow instructions

9. The global problems which concern me the most are:
___ threat of nuclear war
___ global hunger
___ pollution
___ economic recession

10. I have received the most information about these problems from:
___ TV
___ newspaper
___ parents
___ school

11. By studying global education I can:
___ help Japan maintain its economic power
___ help to develop cooperative solutions to global problems
___ prepare for a job in an international company
___ help to contribute to a more equal and just world

12. To be an effective citizen in the 21st century I will need to be:
___ cooperative
___ competitive
___ flexible
___ independent

Appendix C.

Students' Writing Samples on Global Issues

Example One

This student's essay deals directly with environmental education and what must be done to heighten the Japanese awareness towards the environment through environmental education.

> Japanese traditional education which emphasizes the amount of knowledge in each subject, has failed to produce a person who is able to perform "systems thinking" or "problem solving" especially in the environment so some change in the curriculum, materials, school systems and teaching strategies will be necessary. More description about environmental problems caused by Japan in the materials would be helpful for students to understand what the reality is, even if it is shocking for them at first. Learners need to know their environmental problems at hand such as over consumption, and make progress to understand how various environment problems and their daily life relate each other. This procedure can be acquired from their real experience as well such as recycling. Also, it is important that this change is brought by not only in education but also by all kinds of positions of Japanese society. Big campaign will be necessary in various work places.

We feel this student has successfully integrated her sources and has posed original and creative solutions at an academic level as well as through real life experiences.

Example Two

In response to a newspaper article on the European and American environmental movement, here is one student's analysis of the problem of environmentalism in Japan.

> The main reason that Japanese politicians doesn't seem reluctant to go to the environmentalism is the close relationship between political and business circles. After W.W. II Japan were desperate to rebuild the destroyed economy and believed that the only way to do was to develop the industry through the cooperation of political and business circles. At present Japan is one of major economic powers, on the other hand, has very much environmental problems caused by radical growth. Japanese begin to find that they need political improvement about environmental issues, but the business circles block the environmental stream by the big power with political circles because it will need enormous money and be unprofitable for business circles to limit the industrial wastes or reduce the amount of

the use or resources such as tree, oil etc. However, as we know, the environmentalism are getting more and more serious all over the world and if we continue to maintain the present industrial system, the earth will be the place we cannot live. It is necessary for political circles to separate the business circles and enforce environmental policy without intervention of business circles.

This excerpt illustrates how students can consolidate information and interconnect related topics. It appears that this student has used critical thinking and systems thinking in responding to the news article.

Example Three

This last example shows an attitude of world mindedness and illustrates a sense of vision for the future in the solution to "The Effects of the Airline Industry on the Environment." The student took three news articles dealing with environmental pollution caused by airplanes around the world and integrated the points to support his thesis that: "Airline companies should try to make their operation effective by joining hands with other airlines, not only from an economical point of view, but also from an environmental point of view."

(Points of support taken from the essay)

First of all, aircraft are one of the main causes of air pollution and global warming. Reducing the number of flights by combining flights with other airlines, when they are not crowded, and using airports more efficiently will make this condition better.

Secondly, the noise of airplanes affects the life of people who live near airports. In this case too, airline companies should combine their flights when they are not fully booked, especially at night and early morning.

Another problem concerning the competition of airlines is the waste of resources. The increase of flights and serious traffic jams at airports or in the sky cause a waste of fuel. `Furthermore, there is another waste of resources that must not be overlooked. Of course for the safety, but mainly for their commercial appeal, major airlines frequently change their aircraft. Airline companies, especially the major airlines should maintain their fleets much longer, and should try to recycle retired aircraft as much as possible to save resources."

The examples given suggest that a task-based syllabus within the framework of global education can enhance students' academic skills as well as prepare them with real world skills necessary for citizenship in the 21st century.

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